

## The Impact of Housing on Primary Student's Welfare and Role of International Organizations to improve it

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### Abstract

The purpose of this literature review paper is to determine the role of housing availability in improving well-being in children's life and prevention of child abuse by considering the role of international organizations. This review shows that having a suitable home has an important role in succeeding the academic achievement among students, and also, homeless children more than others suffer from lack of health, physical problems and child abuse. Furthermore, this study finds that homeless school students more than their peers have a problem about academic achievement. This paper also supports the need of improving legal ways to respond to the problem of homeless among students.

**Keyword:** housing, student's welfare, international organization, child abuse, academic achievement

### Introduction

Home is one of the important factor in well-being (Hans-Peter Kohler, Behrman et al. 2005). People with permanent residence have a stable life because they have permanent house (Fomby and Cherlin 2007). However, homeless is one of serious problem in societies, in all over the world, there are people live in difficult situation (Kozol 2006). Numbers of homeless families are raising and most of the homeless families have children who are in all states. Homeless people are unable to maintain

adequate accommodation (Stronge and Reed-Victor 2000). Numbers of homeless people have grown especially in some third world nations such as Nigeria and South Africa. Amount of homeless persons worldwide differs between 100 million and 1 billion persons. According to the 2003 UN-Habitat Report, nowadays 31.6% of the world's total urban residents live in life- and health-threatening homes. Most of them live in Asia, Africa and Latin America. Children are at the highest risk among those who are homeless (Swick 2004). Homeless students suffer for stresses, violence, abuse and other

problems that have impact on students well-being (Vostanis, Tischler et al. 2001).

The result of study on homeless students are both helpful for resolving questions about housing authorities and making decisions legally about the children who are at risk. Schools are the most consistent place for homeless students. In fact schools can be considered as alternative for homeless students. Students spend most of their time in schools, therefore role of schools personnel and teachers are so important in helping homeless children (Anooshian 2005). Some researchers such as Miller (2012) considered the role of school as an important factor in improving situation of homeless students. Alderson (2008) focused on effect of homeless on students life and role of school in this situation.

Academic achievement is one of the most important problems for homeless students due to their mobility, lack privacy and irregular attendance at school. Schools personnel's and teachers can be supportive in this condition in improving them. Also, international organizations such as UN and UNICEF provide legal and conceptual framework on the right of the child to protect children (Panter-Brick 2002). The international convention on the right of the child make a constructive role to protecting children's rights and well-being (Alderson 2008). In addition, governments can communicate to each other with international organizations in supporting homeless children (Dillon 2003). Most of the homeless students face different challenges such as educational and behavioral problems. It shows that evaluating

the needs of homeless students by policy makers in national and international organizations should be prioritized (Biggar 2001). Most of previous studies have emphasized on the effect of homeless on children's welfare such as Kemeny (2001), Rafferty and Shinn (1991) and Bratt (2002), which have assessed the psychological and educational dimensions of this problem. But, none of them consider the role of international organizations in addressing this issue.

In this paper, researchers focus on protection of homeless students by considering role of schools, international organizations and governments to improve their condition and well-being, focused on the role of international organization in improving the problem of homelessness among students.

### *Defining Homelessness*

Any child without an adequate residence is considered homeless (Schultz-Krohn 2004). McKinney-Vento Homeless Assistance Act implemented in 1987 and reauthorized in 2002 as branch of the "No Child Left behind Act", Part 725 of the McKinney-Vento Act explains the homeless as follows: Persons who are sharing the housing of other people because of loss of housing, economic problem or similar motivation. As well a person who has a primary nighttime house that is a public or private place and it is not for ordinary used (Miller 2012). A lot of definitions of homelessness focus on a lack of shelter or stable house (Kelly and Caputo 2007). Definitions of homelessness move s further than

the physical presence of shelter, and contains the notion that families and individuals live in inadequate home conditions not by choice, but because of lack of recourses, it is necessary to find and maintain shelter (Rafferty 1998, Biggar 2001).

### *Homelessness and Children in Crisis*

Homeless has influence on all aspects of children's life such as education (Reyes 2008). This understanding is essential in order to inform community responses and government to the problem of homeless children and students (Harker and Shelter 2006). It seems clear that homelessness has influenced on children's school due to less likely succeed academically. Also, school absentee rate amongst homeless students increased because they are forced to move neighborhoods and it influences on sustaining attendance at school (Paik and Phillips 2002). Furthermore, homeless affects student's ability to study at home and learn at school (Chamberlain and MacKenzie 2001). Another point is that homeless complicates health and behavioral problems such as stress, anxiety, ill-health, maternal depression, aggression, hyperactivity and impulsivity (Hwang 2001). As well homeless students have higher rate of behavior problems, suicide attempts, suicidal ideation than do their housed peers. They display social adjustment problems, violence and risky sexual behaviors than their housed peers. These factors that compromise academic achievement and homeless students have lower levels of academic achievement (Baggerly 2004). Health problems and lower educational attainment

in childhood impact on opportunities in their future life. Finally, behavioral problems amongst homeless students contribute offending behavior in future (Harker and Shelter 2006).

### *The Common Problem of Homeless Student*

Homeless students do not have permanent residence because family mobility contribute to housing instability (Anooshian 2005). In addition, change of schools frequently another problem for homeless students. They can finish up having to change schools several times in a year and students argue that these moves as a stressful experience and effect of anxiety (Dachner and Tarasuk 2002). As well, homeless students do not have any place to study and they face lack of privacy and lack a quiet place to do their homework. The main problem for homeless students is privacy. This situation contributes to attention deficit disorder and learning disability. Consequently, most of them have a problem about academic achievement (Rafferty, Shinn et al. 2004). For example, homeless students constantly implement more poorly in school; they often fail, repeat grades, or leave of school.

The economic and human costs of poor academic performance are remarkable (Biggar 2001). Moreover, children's living in homeless conditions are more likely to exhibit restlessness, hyperactivity, immature motor behavior (Culhane 2002). Different consequences of violence and in the lives of homeless student consist of behavioral problems, aggression in peer relations, social separation and rejection, and various other cost arising from challenging

parenting. The frequency of aggression for homeless student is further reinforced by the variety of sources of amplified vulnerability to aggression (Anooshian 2005). The social separation of homeless students, principally if it involves elimination by peers, can be a considerable risk aspect for aggressive and antisocial activities (Blustein, McWhirter et al. 2005).

#### *Role of Schools to Help Homeless Students*

Role of schools personnel and teachers can be supportive and essential for homeless students because emotional disorders are the most prevalent type of disorders among homeless students (Powers-Costello and Swick 2008). For homeless students, the consequences of both social separation and aggressive activities can be most terrible in school. Social separation and elimination were constantly correlated with educational achievement for homeless students principally for students who had experienced widespread (Anooshian 2005). Therefore, schools should play a main role because for many homeless students, school may be the only secure location in their daily lives (Anooshian 2003).

First, homeless liaisons, prepare the meeting of physical needs in schools. Academic tutor or a mentor can be paired with a homeless student in school to support them in academic needs (Perry 2003). Second, schools personnel's should organize activities for homeless children during and after school that assist them escape from their emotional problems, such as service

learning, music, tutoring younger children, participating in school clubs, athletics or artistic activities (Biggar 2001). Homeless students can success in relationships and academics at school and find practical ways to spend time and to emerge competent in skills (Aratani 2009). Also, educating peers about homelessness is also an essential policy for providing helpful environments for homeless students (Anooshian 2003).

#### *The Role of International Organization toward the Homeless Student*

Protection is an important part of the development. Protection issues during consideration of every issue relation to children today (Peden 2008). In violence, education and sexual abuse in schools can be an unknown issue behind low preservation rates. In violence, health can be behind lots of the unexplained injuries cause of longer-term disability (McCallin 2008). Committee on the Rights of the Child of United Nation declared that adequate care and protection can be provided in situation which supports and promotes all rights, principally the right not to be separated from family, the right to assistance and protection by the State, the right to social security, the right to education and the right to be protected from sexual exploitation and the right to be protected from sale and abduction and trafficking, inhuman behavior or punishment, and the right to psychological and physical recovery. Besides, role of international organizations such as UNICEF is an important task in protection of children. For example

for more 60 years UNICEF has provided emergency assistance and empowerment of children (Munro 2008). UNICEF supports civil society and government about performance of the Convention on the Rights of the Child, as well as offering capability on child development; education; participation, health; and child protection (Axford 2004). UNICEF concerns with child rights framework generally. Committee on the rights of the child is another international mechanism for child protection. Committee reviews and evaluates the reports of states parties. The reports include information on the laws has adopted by states (McCallin 2008).

Furthermore, international organizations and NGOs can cooperate with each other in relation to child protection (Munro 2008). There have been a number of international meetings, for instance the Yokohama World Congress against Commercial Sexual Exploitation of Children in 2001 and the United Nations General Assembly Special Session on Children in 2002, which have obligated governments and civil society organizations to protect children and laid out strategy to achieve it (Stoecker 2000).

Also, in 1992, the United Nations issued a Resolution on the Plight of homeless children, stating concern over the appearance of homeless children. The Determination called for international assistance to address the needs of homeless children and for enforcement of international child rights laws. European countries such as Belgium, Finland, the Netherlands, Portugal, and Spain that have taken effective periods to combating homelessness.

Likewise, education is important for the millions of homeless children. UNESCO has the two objectives of developing education for homeless children. Activities are concentrated on: (i) increasing awareness of the general public about homeless children and the non-enforcement of the right to education for all; (ii) providing technical support for organizations in order to identify the basic needs of homeless children; and (iii) reinforcement corporations at national and international levels in order to ensure that action is effective. Also, national campaigns to encourage countries in the establishment of educational for all and education programs for homeless children on HIV and AIDS and expansion of life skills training programs such as interpersonal skills, decision-making and self-management skills (Panter-Brick 2002).

## Conclusion

Home is one of the factors of child wellbeing. Homeless children do not have permanent residence and they should change their neighbor and their schools. As well, homeless students are at risk to abuse, physical and health problems. Besides, they do not have any place to study and they lack of privacy. By considered the deficit disorder and learning disability of homeless students, most of them do not achieve their academic affairs.

Role of schools is so essential about protection of homeless students. Schools personal should support students in different fields for academic achievement. They should both communicate



with them in improving their learning ability and skills and help them to escape emotional problems. Position of children in many parts of the world critical because of inadequate situation and some of them need particular consideration. Imperative national and international exploit contributes to well-being of children. The communicational role of international organizations such as Committee on the Rights of the Child of the United Nations and UNESCO are helpful in children well-being. For example, UNESCO as an international organization has concentrated on education of homeless children. Also, United Nation focused on international assistance to address the needs of homeless children.

### *Implication*

Further studies can concentrate on the role of schools and schools personnel in supporting homeless children in order to academic achievement. It is thus recommended that governments for homeless students should pay proper more attention to the management of support to improve situation of homeless students and also adapt a policy to build residences to cater the needs of them in order to enhance their quality of life. Also, the scholars can present the supportive policies toward the homeless students by regarding positive approaches and their consequences for them.

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